

FELSTED PRIMARY SCHOOL

MODERN FOREIGN LANGUAGE POLICY

FRENCH – January 2025



Nurturing today's minds for tomorrow's challenges

- Be Respectful
- Be Kind
- Be Safe

Although the teaching of Modern Foreign Languages is only statutory in the KS2 curriculum, at Felsted Primary School we believe that preparing the children in EYFS and KS1 will have a positive effect on their enthusiasm for languages, creating a strong base to develop children further in becoming successful linguists. The curriculum for years 3-6 is resourced by the Kapow Scheme of work.

The learning of French provides a valuable educational, social, and cultural experience for all pupils.

INTENT

To instil a love of language learning and an awareness of other cultures.

To develop the confidence to communicate in French for practical purposes, using both written and spoken French.

To give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

The French scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets

IMPLEMENT

For our EYFS-Year 2 children, for which Modern Foreign Languages is not a statutory subject, we still aim for them to experience the French language in a variety of different ways. Our EYFS children encounter French through their topics, start to sing songs and greet each other in French through register/play/rhymes-some familiar cartoons in French.

In Year 1 and 2, we continue to build upon developing enthusiasm for languages further. Children respond to the register in French and use simple words and phrases such as 'merci', Bonjour Madame, basic numbers and colours. By the end of Y2, children receive some short formal French lessons which introduce them to our French curriculum. They are enthused and given their new books to take up into Y3

The Kapow French scheme of work for Years 3-6 is designed with three knowledge strands that run throughout the units with knowledge building cumulatively.

These are: ● Phonics ● Vocabulary ● Grammar

This knowledge can then be applied within different skills strands, which also run throughout each unit in the scheme:

- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

Through the French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written French, although in Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond. The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.

IMPACT

Each lesson within Kapow Primary's scheme features assessment guidance, helping teachers to identify whether pupils have met, exceeded, or failed to meet the desired learning intentions for that lesson. Each unit of lessons comes with an Assessment quiz and Knowledge catcher. The quiz can be used either at the end of the unit or at both the start and the end to help measure progress and identify any gaps in learning. The Knowledge catchers list some of the lesson titles in mind-map or table format and can be used at the start of a unit to see what the children already know and to inform planning, and then pupils can revisit the same version of the Knowledge catcher at the end of the unit to add what else they now know, further demonstrating their progression in learning.

After the implementation of the French scheme of work in years 3-6, pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, with confidence at Key Stage 3. This includes being able to:

- Engage in purposeful dialogue in practical situations (e.g., ordering in a cafe, following directions) and express an opinion
- Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- Be able to construct short texts on familiar topics.
- Meet the end of KS2 expectations outlined in the National Curriculum for languages.

PROGRESS AND ASSESSMENT

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Assessment quizzes, and knowledge catchers help teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. They also provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

Teaching French to children with special educational needs

Careful planning and awareness of individual children's needs and interests will ensure that every child will have equal access to the French curriculum. Reasonable adjustments to learning will be made where necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), and all contributions to class discussions and activities will be respected and valued.

MONITORING

Each child In Years 3-6 will have a French/ Topic book which serves as a cumulative record of their French learning and is passed on to the next teacher at the end of each year. Samples of children's work are also collected, mostly by taking photographs or videos of them and uploading

them to the school's 'Tapestry' platform and by using the French subject flag. This includes children in EYFS/KS1 where class teachers will share videos or posts highlighting some of the French language exposure the children have had in various ways throughout the school year.

ROLES AND RESPONSIBILITIES

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the French subject leader. The work of the subject leader also involves supporting colleagues, being informed about current developments and competitions in the subject, and providing a strategic lead and direction for the subject in the school.

As well as making its own distinctive contribution to the school curriculum, French language learning contributes to the wider aims of primary education.

RESOURCES

KAPOW provides high-quality texts, artefacts, images and videos to support learning. In addition to the Kapow French scheme, teachers have access to a variety of songs and video resources that they can incorporate into their lessons.

POLICY MONITORING

The French subject leader is responsible for the monitoring of the implementation of this policy. The leader reports to the head teacher on the effectiveness of the policy. The policy will be reviewed every year.

REVIEWED ON: 30/1/25

BY:

NEXT REVIEW DATE: January 2026